

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
Scarify the playground and put in place new markings to promote the use of games and active play. Purchase of new PE Kit Use a Sports Coach to provide a nurture and confidence building group	New scheme of work to promote teachers confidence in teaching PE Diversify experiences of sports that children will participate in Identify ways in which we can increase levels of participation in after school clubs and at home.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £ £4,431	Date Updated: 09/02/2021
What Key indicator(s) are you going to focus on? Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Total Carry Over Funding: £
Intent	Implementation		Impact
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To use PE to improve pupils SEMH</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> -Introduction of Sports Mentor with a focus on building confidence and allaying anxiety through PE. -Use of Sports Coach to encourage organised play activities during lunch. 	<p>Carry over funding allocated:</p> <p>£2,398.01</p> <p>£2225</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?</p> <ul style="list-style-type: none"> - Sports Mentor carried out a base line assessment of children in Term 2 and they will be reassessed again in Terms 4 and 6 to see if targets have been met. - Pupil conferencing has identified the enjoyment and benefits that children have had as a result of Sports coach and mentor's impact.
			<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <ul style="list-style-type: none"> - This will benefit the children in ensuring that they are not as far behind their peers in physical literacy. - Due to the pandemic, this has been targeted at children who have been inactive or whose mental health has been impacted and used as a tool for improving this. - Children have been taught new games that they can play without being adult led.

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £17,549		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: %
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Provide opportunities for children to become more active during break and lunch times	<ul style="list-style-type: none"> - Use of Sports coach twice a week to lead sessions for children at lunch. - Introduction of play boxes for each class 				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: %
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	

<p>To re-engage children with positive experiences in school through PE and mentoring.</p> <p>Continue to celebrate sporting achievements (both in and outside of school) to encourage and inspire pupils.</p>	<p>- Allocating sessions with sports mentor for children who are currently finding school difficult.</p> <p>Use of newsletters and assemblies</p>			
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Total: 21,980

Spent so far: £1,000- Sports Coaches, £6,632 – TA, £2,552- Equipment and Real, £404 equipment.

Left- £11,400

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Implement a new scheme of planning through Real PE to aid teacher's planning and delivery of PE.	Provide appropriate platform and training to ensure teachers are confident in their use of plans.	£2,290	Staff are now using new scheme to teach indoor PE lessons. Pupils are now focusing on movement skills as opposed to sport.	Continue use of Jasmine to embed movement skills across the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve children's physical literacy	-Use of Sports Mentor with a focus on building confidence and allaying anxiety through PE. - Use of Sports Mentor to challenge the more able children in PE	£6,632	Children have reported back through conferencing their enjoyment of these sessions. Children are assessed three times throughout the year and progress is observed.	
To employ Sports coaches to teach new sports to pupils.	- Use of the Active Futures programme put on by GCB.	£450		

Additional achievements:				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Offer opportunities for competitive sport to be participated in at home and in school	<ul style="list-style-type: none"> - Sending home sport and activity challenges to pupils - 			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	